

**Standards of Program Quality and Effectiveness
and
Factors to Consider
In the Evaluation of
Library Media Teacher Programs**



**Commission on Teacher Credentialing
State of California
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COMMISSION ON TEACHER CREDENTIALING

State of California

Pete Wilson, Governor

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Commission on Teacher Credentialing

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COMMISSION ON TEACHER CREDENTIALING
LIBRARY MEDIA TEACHER CREDENTIAL STANDARDS

OVERVIEW

The library media program in the school has been in the process of evolution over the past sixty years. Prior to World War II libraries in schools, particularly in the elementary grades, often were merely unstaffed "book rooms." The year 1945 marked a dramatic change in the perception of school libraries, when their role was nationally defined to be one of significance at all educational levels. By the close of the war, technical developments in the field of communications had begun to impact libraries. Collections increasingly included non-print as well as print resources; and the services of the school librarian were acknowledged to be important to teachers, to students and to the community. In 1945 the American Library Association Committee on Post War Planning published School Libraries for Today and Tomorrow, and identified nine objectives describing the purpose of the school library, including many still seen as basic components of school library service today.

These nine objectives were further developed and defined in Standards for School Library Programs (1960). The standards described in detail the multi-faceted responsibilities of the librarian, including working actively with teachers, and participating in the area of curriculum development. This document advocated a staffing model which included professional, clerical and paraprofessional positions. Standards for the collection specified quantity and diversity of resources. This document had national impact in the school community.

Using the standards as guidelines, the California State Department of Education gathered data about California school libraries for the state legislature. The report, School Libraries in California, was printed in 1968, and the general conclusion was that far too little had been done for school libraries, especially at the elementary level.

Following the publication of School Libraries in California, a commitment was made to infuse additional money into school libraries through state and federal aid, in an effort to have them meet national standards. The next decade was a period of growth. Existing libraries were encouraged to improve, new ones were established and materials collections were expanded. Library staffing by professionals increased markedly, with library clerks filling a supporting role.

Declining enrollment and the implementation of Proposition 13 in 1978 have had a seriously adverse effect on school finance, resulting in a continuing erosion of support for school library media centers. In some school districts, federal and state funding have been diverted from libraries while at the same time, the cost of books and non-print media has increased significantly. As a result, even when media center budgets were not decreased, purchasing power diminished. Staffing patterns changed after Proposition 13. Many school library media teachers were reassigned to the classroom, and the media centers were managed by volunteers or paid aids who offered a minimum level of service.

The Crisis in California School Libraries, a special study prepared for the California State Department of Education in 1987, describes in detail the existing state of school library media centers in public schools today and suggests shocking parallels to the conditions described in School Libraries in California in the 1960s.

Libraries are now at the threshold of a new information age. Technology places extensive demands upon professional library media teachers. Changes necessitate expanded knowledge, skill, and vision. Information sources in a variety of old and new formats and their accompanying technologies require attention to selection, organization, and instruction.

To meet the needs of the changing population of California, attention must be given to the cultural diversity of students and the implications for curriculum change, for teaching strategies, and the use of information sources and technologies.

A recent and powerful factor affecting school library media programs is the movement toward a literature-based curriculum created by the California State Frameworks. A well-prepared school library media teacher is an invaluable resource in the implementation of such curriculum innovation. School districts are recognizing again their need for school library media teachers, but qualified applicants are difficult to find.

School library media teacher education programs must provide the competency strands needed by library media personnel to cope with new roles in a changing society and profession. These standards include: (1) providing for new technologies in the library media center; (2) training students and teachers to deal with new sources of information and technologies in a research process which emphasizes strategies for searching, analyzing and using information sources of all kinds; (3) providing for diverse needs, interests, and learning styles of students that may relate to ethnicity, culture, gender, physical or mental capabilities, language and socio-economic background; (4) having knowledge of curriculum and ability to design, cooperatively with teachers, curriculum and instructional plans which integrate resources and technologies into all subject areas, K-12; (5) using

communication and human relations skills, to provide leadership for the school community.

Information Power, Guidelines for School Library Media Programs (1988), a publication of the American Library Association and the Association for Educational Communications and Technology defines the standards for school librarianship. It begins: "The mission of the library media program is to ensure that students and staff are effective users of ideas and information." This document provides guidelines for developing the kind of program "needed to prepare students for personal success in the next century."

Students and their needs are the key components in all discussions of educational reform, re-evaluation of the credentialing process in every subject area, and in the re-assessment of programs. The Crisis in California School Libraries and Information Power have set forth the problems and the mission. Addressing concerns that have been raised and goals that have been identified in these two documents is vital to the future educational opportunities for all students in California public schools.

COMMISSION ON TEACHER CREDENTIALING
LIBRARY MEDIA TEACHER CREDENTIAL STANDARDS
PHILOSOPHY STATEMENT

The school library media teacher plays both a specialized and a broadly comprehensive role in supporting the education of students in California public schools. Programs leading to the certification of school library media teachers must prepare candidates to perform well in many areas. Furthermore, the candidate must be knowledgeable about the K-12 curriculum, must be able to utilize this knowledge in program and collection development, and be able to work effectively with students and teachers at every grade level.

In our rapidly changing society, the school library media teacher is the educational leader uniquely qualified to select, organize, manage, teach, and evaluate information and instructional resources, literature, and technologies for current and future school staff and student needs.

Of primary importance is the role of teacher. Emphasis is placed upon instructional strategies for teaching the use of information and related technologies, as well as expertise in integrating information skills and resources across all curricular areas. An understanding of and ability to provide for the diverse needs of students and staff is critical for the library media teacher.

The library media teacher as an information specialist has a broad knowledge of current and emerging information resources in all formats and knowledge of the selection, evaluation and use of these resources and their accompanying technologies. This role requires an understanding of the psychological, social and intellectual development of children and adolescents and assures those learners the access to information and to education for literacy which is essential for lifelong learning.

Finally, the role of instructional leader/manager/administrator is essential. The education of school library media teachers should provide a systematic framework for: (1) designing curriculum, instruction and learning at all school levels; (2) collaborating with teachers in the integration and use of information resources in curricular and instructional plans; (3) planning and managing budget, personnel, facilities, resources and technologies; (4) promoting the library media program within the school community.

An integral aspect of these library media roles is skill in communication and human and professional relationships. The library media program must include teaching and practicing these skills.

As educators strive to improve instruction, they must learn to work with new media and technologies. The school library media teacher is the professional who has been specifically trained to apply the instructional development process and new technologies to the curriculum.

The school library media teacher is an information specialist, a teacher, and an instructional leader who is sensitive to and appreciates the richness of differences within our nation, state, local communities, and schools.

The education program for school library media technology personnel must give careful attention to each of these roles and attending competencies in course development and teaching. In addition, opportunities must be given to apply the skills learned in field experience.

Inherent in all of the experiences that are included in the preparation program is the development of the candidate's understanding of the unique role of the school library media teacher - one that requires a strong service orientation, and the ability to be both responsive to student/teacher needs, and proactive in the development and improvement of library media center programs.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is designed, coordinated and based on a sound rationale to meet the particular objectives of the institution.

Rationale

To be well prepared as school library media teachers, candidates need to complete a program effectively designed and coordinated to meet competencies and needs expressed by schools and local, state, and national professional groups and organizations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program is organized with goals, objectives, a theoretical and scholarly base, and a logical sequence of instruction in school library media education and practical experience in school library media service.
- The program has developed, a multi-year plan for the future that includes curriculum, staffing, funding and support services.
- The program is coordinated by an individual with professional school library media experience and a graduate level library degree from an accredited library program.
- The program is coordinated to provide an effective liaison and working relationship between the faculty and staff of the library education program and other departmental faculty and administrators on the campus.
- The program is coordinated to provide for cooperation and mutual contributions among the library media education program and school districts and county offices of education within the service area.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program and resolves each program's needs promptly.

Rationale

The quality and effectiveness of a program depend in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institution support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective procedures to resolve grievances and appeals by faculty, students and staff, in a timely manner.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to meet program goals, objectives and needs.

Rationale

The effectiveness of the library media education program is dependent on adequate resources.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is at least one experienced school library media faculty member coordinating and/or teaching full-time in the program. Additional full-time, part-time and adjunct faculty are added as enrollment demands.
- The program coordinator is provided assigned time to coordinate the program.
- Appropriate classroom, study, laboratory and office space is provided for the program and furnished with needed furniture and equipment.
- Adequate instructional materials, equipment and library media services are available.
- Faculty of the program are considered to be regular faculty with all rights, privileges and responsibilities.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons coordinate, develop courses of instruction, teach, and supervise field work in the program.

Rationale

The effectiveness of the program is dependent upon the provision of qualified faculty with diverse backgrounds and experience to coordinate, develop institutional components, teach courses and supervise field experiences.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience, as evidenced by a current and complete faculty resume that is directly related to assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences has knowledge of current research and practices in curriculum and library media center programs.
- The program supports and follows the affirmative action policies and procedures of the institution in hiring full-time and part-time faculty.
- Each faculty member who teaches courses or supervises field experience is knowledgeable about and addresses the needs of culturally diverse populations.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution regularly evaluates the effectiveness of the faculty in teaching, scholarly activities and professional contributions in a manner consistent with university-wide practices. The institution provides opportunities for faculty development and recognizes outstanding faculty.

Rationale

For a library media education program to achieve and maintain high levels of quality and effectiveness, faculty must be assessed periodically. Excellent teaching, professional development, scholarly achievement and community service must be recognized and rewarded, and effective faculty must be identified and retained.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution follows an established procedure to evaluates the instructional and clinical effectiveness of faculty at regular intervals.
- The coordinator and faculty members use evaluations to improve instruction in the program and have access to adequate resources for professional development, including resources to support research, curriculum study and program development.
- The institution recognizes and rewards excellence of the faculty as teachers, supervisors, and advisors.
- The institution follows an equitable procedure for the identification of effective and ineffective faculty members and removes from the program those who persistently have been ineffective.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 6

Program Development and Evaluation

The institution has a procedure and schedule to operate a comprehensive, ongoing system of program development and evaluation that provides input from program candidates, local practitioners, faculty and community members.

Rationale

To achieve and maintain high quality and full effectiveness, a program must be evaluated comprehensively and continually. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the goals, objectives, design, and rationale, of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about learning and the identified needs of schools and districts in the local service region.
- The opportunities for community involvement in program evaluation and development are meaningful and substantive.
- Information about program strengths and weaknesses is gathered from students, faculty, field supervisors, principals, and teachers of cooperating field-work schools, graduates, employers of graduates and community members.
- Data gathered on the program are organized and summarized so that strengths and weaknesses are clear and visible.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category II

Admission and Student Services

Standard 7

Admission of Candidates: Qualifications

Candidates admitted into the program have met requirements that are comparable to those of other advanced degree programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for success and effectiveness as a library media teacher.

Rationale

Academic qualifications of credential candidates and appropriate professional characteristics and experiences influence the quality and effectiveness of the school library media program and the library media profession.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity, handicapping conditions and academic background.
- The minimum academic qualifications for admission to the program are equal to the requirements for entrance to graduate study at the institution.
- The institution uses multiple measures for determining each applicant's professional qualifications, for example: personal interviews, written evaluations of the candidate's teaching experiences with children and youth and written evaluations of the candidate's experiences working with colleagues.
- The program's admission criteria consider the candidate's interest in literature and reading, current and emerging technology and a changing curriculum.
- The program's admission criteria consider the candidate's sensitivity to and interest in the needs of children and youth, with special consideration for sensitivity to those with diverse ethnic, cultural and socio-economic backgrounds.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 8

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is informed in writing early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; and (3) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing early in the program about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination, advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- Candidates are informed regularly about professional meetings, student activities and employment opportunities that could provide professional growth.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 9

Candidate Advisement and Placement

Qualified faculty members and/or other staff are assigned to provide student advisement on academic, professional and personal development, as students proceed through the program, and to assist in fieldwork placement and professional placement.

Rationale

Candidates admitted to the program benefit from continual advisement as they proceed toward program exit and professional placement.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Academic, personal and professional advisement are provided equitably to all admitted candidates by faculty sensitive to students' needs.
- Each candidate is given the opportunity to communicate information regarding fieldwork preferences and placement.
- Assigned faculty assist candidates in understanding job potential and requirements as students move toward final professional placement.
- Position openings are made known to candidates through faculty and placement office personnel and information bulletins.
- Qualified candidates are informed of opportunities for further study and encouraged to consider them.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 10

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains those candidates who meet the program's academic requirements and demonstrate the potential to attain the requisite skills contained in the Standards of Category IV.

Rationale

An institution that trains library media teachers has an obligation to provide assistance needed by candidates to be successful. If that assistance fails to enable the candidates to meet criteria and standards for program completion, the institution will advise them of possible failure if they were to continue in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- A procedure is in place for identifying students who need academic, professional or personal assistance.
- Each candidate's competence is reviewed at designated points throughout the program. Candidates are informed of their strengths and weaknesses through personal contact.
- A program is available for students who need assistance.
- Procedures for advisement of students who fail to meet criteria and standards, after assistance has been provided, are established.
- There is evidence that opportunity for assistance has been provided for students identified and results of assistance are documented.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category III

Curriculum

Standard 11

Preparation for Responsibilities as a Library Media Teacher

Prior to assuming responsibilities as a library media teacher, the candidate will have completed a required sequence of professional courses and field experiences which address the standards of competency and performance in Category IV.

Rationale

Before candidates assume responsibilities as library media teacher, they must have adequate opportunities to acquire knowledge and skills that underlie professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Candidates are informed of the course competencies and expected level of mastery in each course throughout the program.
- In the required sequence of professional library media education coursework, exemplary classroom teaching practices and services, collaborative teaching experiences and curriculum development are modeled.
- The professional coursework includes strategies that promote equal learning opportunities for students in the library media center, including effective approaches of working with culturally, ethnically and socio-economically diverse populations.
- Each library media teacher acquires skills and knowledge to apply instructional strategies appropriate for each grade level.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category IV
Candidate Competence and Performance

Standard 12

Information Specialist

Each candidate demonstrates the knowledge and skill to provide for policy development, selection, evaluation, utilization and management of information resources and technology.

Rationale

The school library media teacher must link information resources and services to the information needs and interests of students and teachers because an individual's success depends upon having the ability to access, evaluate and use information and ideas.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Develop and implement a policy and procedure for the selection of resources.
- Assess, develop and evaluate the collection in terms of curriculum needs.
- Assess emerging technologies for applications to the instructional program.
- Involve school community in selecting, using and evaluating resources, technology, and facilities.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 13

Instructional Leader

Each candidate demonstrates the knowledge and skill to provide leadership in the systematic design, implementation and assessment of curriculum, instruction and learning.

Rationale

The increasing complexity in the instructional process requires a partnership between classroom teachers and library media teachers in instructional design and development. Using a systematic process, library media teachers contribute to the development of instructional programs in the school.

Factors To Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Apply current instructional design models to the development of curriculum, instruction, and learning.
- Assess the effectiveness of curriculum design and development at classroom, department/grade, school, and district levels.
- Plan and implement staff development activities to increase teacher competence in using a systematic instructional development process to design, develop, produce, implement and evaluate instructional units, lessons and activities related to school library media resources and technology.
- Collaborate with teachers in integrating instructional resources, including core literature, into the development of instruction and learning across all curriculum areas.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 14

Teacher

Each candidate demonstrates the knowledge and skill to plan, teach and evaluate cooperatively with teachers of all curricular areas. They will need to know how to plan and teach the integrated use of information skills, current and emerging technologies, literature and other resources, literature-based instruction, critical thinking, and the design and production of instructional materials.

Rationale

The school library media teacher is jointly responsible with school staffs to ensure that students develop an understanding of, appreciation for, and a systematic mode of inquiry and critical thinking in the use of resources to meet learning and curriculum objectives.

Factors To Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Plan and teach cooperatively with teachers in all curricular areas using appropriate instructional strategies, activities and resources which motivate students' interest and develop a positive attitude toward the use of information.
- Integrate the use of information skills and a variety of types of literature into all curricular areas in order to assist students in developing a systematic mode of inquiry in locating and using ideas and information.
- Work cooperatively with teachers to plan, develop and teach, using literature-based instruction in all curricular areas.
- Use a variety of instructional methods with different user groups and demonstrate the effective production, use and integration of media and technologies into the curriculum, including graphic, photomedia, display graphics and video instructional materials, computer programs, telecommunications and distance learning.
- Motivate and guide students in the development of reading, listening and viewing competencies and the enjoyment of literature, including critical thinking skills for lifelong learning.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 15

Administrative Leadership

Each candidate demonstrates knowledge and skill in providing leadership in planning, budgeting, promoting/marketing, implementing and evaluating school library media programs to meet established educational goals.

Rationale

The library media program is an integral part of teaching and learning in the school. The school library media teacher translates the mission, goals, objectives, policies and procedures of the school library media program into action through effective leadership, planning, and evaluation.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Develop short and long-range plans with teachers, administrators, and community to meet the goals of a comprehensive school library media program, which is integral to the school's educational process.
- Develop a budget for facilities, personnel, resources and technology that reflects the needs, goals and objectives of the school library media program.
- Define personnel needs, write job descriptions, identify procedures for securing qualified people, develop personnel competencies and evaluate staff performance.
- Assess existing and emerging technologies and apply them when appropriate to provide for the efficient management, administration and implementation of an effective school library media program.
- Establish procedures for evaluating the extent to which program goals and objectives have been achieved.
- Provide a clear understanding of information on the important role of the school library media program and effectively publicize services and resources of the program.
- Develop plans to promote the role of the school library media program to the school community for the purpose of increasing use, ensuring adequate financial support, and improving visibility and status of the program.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 16

Management & Organization

Each candidate demonstrates knowledge and skill in implementing the goals, objectives, policies and procedures for the school library media program. These include budgeting, acquisition, processing, circulation, delivery and maintenance of information resources and technologies; and management of personnel, facilities and technical services.

Rationale

The school library media teacher must be able to translate goals and objectives into a workable plan for media center operation, in order to assure an effective and efficient structure in the areas of budget, personnel, facilities, technical services.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Allocate budgeted funds based on cooperative planning with an advisory committee which has considered needs, objectives, formulas and state and national standards.
- Describe the characteristics of adequate facilities for the school library media program and arrange existing facilities to the best advantage, based on needs and objectives.
- Develop procedures for training and evaluating all library personnel including student assistants and volunteers.
- Provide policies and procedures that assure efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of resources and equipment.
- Plan the organization and direction of the school library media center program by establishing a working structure within which individual library staff members function as a team to carry out assigned responsibilities designed to meet overall goals and objectives.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 17

Communication

Each candidate demonstrates the ability to communicate effectively with students, staff, administrators and the general public.

Rationale

The school library media teacher must be able to articulate school library media program goals, needs, and accomplishments to administrators, teachers, students, parents and the community so that the program is responsive to user needs and a shared commitment is created.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Listen and respond to the needs of the students, staff, and administration.
- Establish rapport and foster mutual respect with the school community to create a positive attitude among users of the services.
- Use appropriate and effective oral, written and media based communication techniques for a variety of audiences.
- Apply appropriate techniques of public relations, communication and group dynamics.
- Work as an effective team member.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 18

Diversity

Each candidate demonstrates skill in selecting, preparing, evaluating and using instructional strategies, activities and resources that are appropriate to the diverse needs, interests and learning styles of all students and that may relate to differences such as ethnicity, culture, gender, physical or mental capabilities, language and socio-economic background.

Rationale

The school library media teacher must be sensitive to the diversity which exists in the student population and be able to assess and use strategies, techniques, and media which maximize all students' abilities to learn.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Accept individual differences and be sensitive to the cultural heritage, community values and aspirations of diverse student, teacher and community populations.
- Select, prepare and use strategies, activities and resources appropriate for a diverse population with varying backgrounds, cultures, abilities and interests.
- Evaluate and modify learning activities based on feedback gained from observation and interaction with students.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 19

Human Relationships

Each candidate demonstrates the ability to promote compatibility among students and staff and to work effectively with the school community.

Rationale

School library media teachers must be prepared to serve students and teachers who are ethnically, culturally, linguistically and socio-economically diverse.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Work effectively with students and teachers, including those who are different from the candidate in ethnicity, culture, gender, and language, or socio-economic background.
- Understand, appreciate and be sensitive to the cultural heritage, community values and individual aspirations of the diverse school community.
- Use techniques of group dynamics to encourage individuals to work together effectively.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 20

Literature and Literacy

Each candidate, through continuing personal involvement, demonstrates knowledge of traditional and contemporary literature for children and young adults. The candidate also demonstrates skill in individually and collaboratively preparing and implementing programs and activities which promote reading, listening, viewing and critical thinking skills for literacy and enjoyment of literature at all ages and stages of development.

Rationale

The school library media teacher must be able to assist in curriculum efforts which ensure students' ability to read, view, and listen for information and pleasure, and to think critically and respond to the resources used, so that they are prepared to function in an information society. The school library media teacher must be prepared to collaboratively implement literature-based curriculums of the various California frameworks.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Provide for a well developed and current collection of resources in areas of literature and information in a variety of print and nonprint media, which promote interest in reading, viewing, listening, and critical thinking.
- Work with teachers and parents to motivate and promote independent reading, listening, and viewing among students as lifelong learners.
- Work with teachers to provide for the integration of literature with all curricular areas.
- Select, evaluate and recommend quality literature for various age levels by taking one or more courses in literature for children and young adults.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 21

Access

Each candidate demonstrates knowledge and skill in developing a school library media program dedicated to providing all students and staff open and equitable physical and intellectual access to information and ideas.

Rationale

The school library media teacher must be able to provide intellectual and physical access to information, technology, ideas, and skills needed to provide for diverse cultural and ethnic needs, ever changing societal and career needs, and higher order thinking skills appropriate to all functions across disciplines.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Establish and use written selection policies and review procedures approved by the governing board that ensure unrestricted access to information and ideas needed in a democratic society, promote intellectual freedom and provide a comprehensive procedure for the review and consideration of challenged materials.
- Establish collection development policies which ensure access to a broad range of resources, representing varying points of view and a wide variety of formats, levels of difficulty, interests, languages, and ethnic and cultural emphases.
- Articulate and promote concepts presented in basic access documents, including, but not limited to, Library Bill of Rights, Access to Resources and Services in the School Library Media Program (AASL), and Student's Right to Read, in addition to mainstreaming students as prescribed by law.
- Apply and encourage adherence to copyright laws and guidelines and the ethical use of copyrighted materials to ensure continued access to quality resources.
- Ensure and protect rights of privacy and confidentiality for students and teachers in their use of print, nonprint, and computer materials and all technologies.
- Develop a plan to provide open access to all library resources at all times for all students and staff.
- Identify, select, use, and manage the technologies that make information and ideas available in a wide variety of formats.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 22

Professionalism

Each candidate demonstrates personal responsibility to the profession and a broad understanding of the role of the profession in society. The candidate demonstrates potential for development through self-assessment and cooperation with other members of the profession and the school community.

Rationale

School library media teachers must develop philosophical perspectives that are based on ethical behavior, active participation in professional organizations and continuing professional growth.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate acquires the knowledge and skill to:

- Identify the role and importance of the school library media program as it relates to the school and other types of libraries and information agencies.
- Work individually and collectively to advocate and promote opportunities to improve the profession.
- Engage in continual self-evaluation and self-directed learning for professional growth.
- Maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.
- Exhibit ethical behavior and promote intellectual freedom.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category V

Field Experiences

Standard 23

Collaboration with Local Educators

There is a procedure used by the institution for collaborating with local school administrators and library media teachers in the selection of exemplary field settings and supervising library media teachers, in the appropriate placement of candidates, and in evaluating the field experience program.

Rationale

The placement of candidates in exemplary field settings with effective library media teachers strongly affects the quality of field experiences in a professional preparation program. Placements are most valuable when made in the context of a cooperative relationship among the institution, local school administrators and library media teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- An effective and continuing system of communication and collaboration exists among the institution, local districts and school sites where candidates are placed for their field experiences.
- The institution, in consultation with local administrators and library media teachers, has clear, explicit criteria for the selection of schools and supervising library media teachers, and seeks to place candidates in schools in which the curriculum and the staff develop continually.
- The institution periodically reviews the suitability and quality of all field-placement sites, reviews each candidate's library media field placement and assures that candidates have been assigned appropriately.
- The institution meets periodically with supervising library media teachers to evaluate the program.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 24

Field Experience Prior to Service as a Library Media Teacher

Each candidate engages in supervised field experiences of reasonable quality, merit and scope which are designed to prepare the candidate to assume full time professional responsibilities as an elementary and secondary library media teacher and which enable the institution to determine the degree of competence of the candidate to assume library media program responsibilities.

Rationale

Field experience provides the candidate with the opportunity to synthesize knowledge and apply skills in an actual library media setting with modeling and supervision by an experienced library media teacher before assuming the role of a full time professional.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is supervised on site by a credentialed, experienced library media teacher who models effective practices, observes, and provides timely feedback and guidance for the candidate.
- Field experience is planned collaboratively by the supervising library media teacher and university supervisor around program objectives and competencies to provide opportunities for the candidate to apply knowledge and skills learned in coursework.
- Field experience assignments are made to provide opportunities to work at both elementary and secondary levels and in multicultural settings.
- Each candidate's field assignments provide the opportunity for the candidate to experience the widest possible range of library media activities.
- Each candidate is assessed by the supervising library media teacher and the university supervisor for readiness to assume full responsibility for a library media program and receives corrective instruction when necessary, prior to assuming this responsibility.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 25

Qualifications and Recognition of Supervising Library Media Teachers

Each library media teacher who supervises one or more candidates: (a) possesses a School Library Media Teacher Services Credential; (b) is experienced in library media programs; (c) is trained in supervision and oriented to the supervisory role, (d) models professional involvement in library media organizations; and (e) is evaluated, recognized and rewarded by the institution.

Rationale

Supervising library media teachers are significant sources of professional preparation for credential candidates; therefore, they must be well qualified, trained and rewarded.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- A procedure is established to verify and document that each supervising library media teacher:
 - possesses a valid California Library Media Teacher Services Credential;
 - has had successful experience in providing a school library media program and working with students, teachers, and school community;
 - is a member of and actively participates in the library media technology professional organizations; and
 - reads professional library media technology journals, participates in in-service workshops and courses, and is cognizant of current trends in the profession.
- A procedure has been established for providing supervising library media teachers with observation and supervision training relevant to competencies and procedures of the fieldwork program.
- A procedure has been established for systematic evaluation of supervising library media teachers in accordance with institutional requirements for evaluation.
- A procedure has been established to recognize and reward supervising library media teachers as the institution does other supervising teachers.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category VI
Competency Evaluation

Standard 26

Determination of Candidate Competence

Prior to recommending each candidate for a library media teacher credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising library media teachers and one institutional supervisor, that the candidate has satisfied each Standard in Category IV.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, supervisors must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Procedures and summative instruments have been prepared to provide for clear, fair, and effective assessment of the competence of each candidate on each Standard cited in Category IV.
- Each candidate has been assessed by at least one supervising library media teacher and one institutional program coordinator, using the established assessment document to verify the candidate's effective application in field experience of each Standard in Category IV.
- There is a procedure for documenting final approval of each candidate by faculty members of the department offering the Library Media Teacher Services Credential program.

The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Law

- (7) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Education Code Section 44252(b)(6).
- (8) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).
- (9) A college or university that operates a program of professional preparation shall require each candidate they recommend for the Library Media Teacher Services Credential to hold a valid California Teaching Credential in addition to other specialized and professional library media preparation (California Code of Regulations Title 5, 80053; Education Code 44269).